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CANADA: OUR PLACE IN THE WORLD


An interdisciplinary resource book
for elementary school teachers



External Affairs
Canada

Affaires extérieures
Canada

In cooperation with the provincial
Ministries of Education



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Minister for International Trade



Canada

Ministre du Commerce extérieur

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A MESSAGE FROM

THE HONOURABLE PAT CARNEY

MINISTER FOR INTERNATIONAL TRADE

Children today live in an ever-shrinking and interdependent world in which Canada is well respected. Young Canadians live in a country that relies more heavily on exports than almost any other nation.

My Department is pleased to support Canedex in its production of **CANADA: OUR PLACE IN THE WORLD**. The activities suggested and the resources listed will help you to understand Canada's role and contribution in the world.

I am sure you will enjoy using this book. It will help you to be proud Canadians and will prepare you to be international business leaders of the future.

Pat Carney

September, 1987



CANADA: OUR PLACE IN THE WORLD



An interdisciplinary book suggesting
aims and objectives,
activities and resources.

by

CANEDEx

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Anna Wilson Fiona Dzoutzidis Kelly Brine

CAT NO. E74-11/1987E
ISBN 0-662-15174-7



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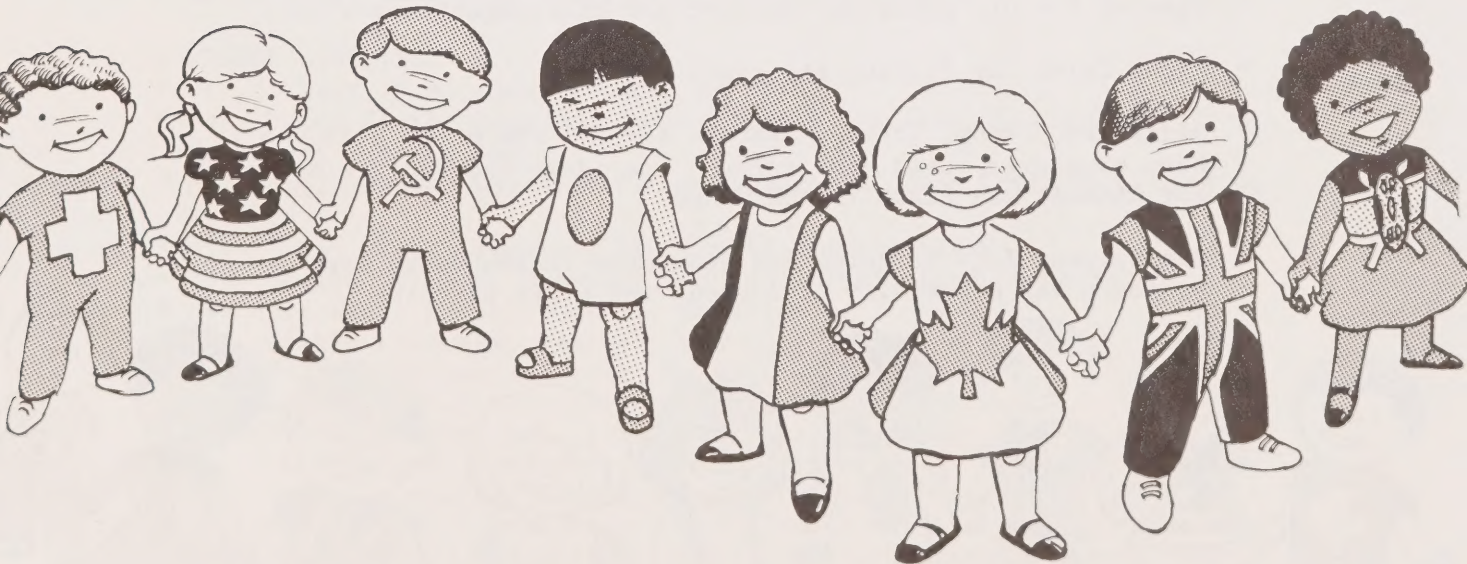
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PREFACE

Canada is well respected around the world as an international peace-keeper and as a partner in the development of Third World countries. Our athletes, artists and musicians perform worldwide. Canadians export a vast range of natural resources, agricultural products and sophisticated manufactured items. To our customers around the world, we successfully sell Canadian goods and services in such diverse sectors as medicine forestry, telecommunications and gourmet foods. International trade is more important to Canada than to Japan, or the U.S.A., or most European countries. One out of every three jobs in Canada depends on exports.

The Department of External Affairs organizes and supports many events and activities designed to increase Canadians' knowledge of Canada's international achievements. This book, funded by the Department, is designed for teachers and students in elementary schools - the stage at which life-long attitudes and interests are formed.

It is hoped that **CANADA: OUR PLACE IN THE WORLD** will arouse young Canadians' interest in the entire spectrum of international activities. Today's ten year olds can be tomorrow's diplomats, peace-keepers and exporters.



ACKNOWLEDGEMENTS

We thank the following who helped us with ideas, organization and preparation of **CANADA: OUR PLACE IN THE WORLD**:

- * the immigrant, emigrant, travelling, importing, exporting and expatriate Canadians who embody Canada's links around the world
- * the Department of External Affairs, in particular Jackie Snyder whose enthusiasm, teaching experience and knowledge of international affairs got the project underway, also Ken Sunquist and Marta Moszczenska who have ensured that the book will be used by as many young Canadians as possible
- * the Canadian International Development Agency, for the use of its excellent map, also for the expert advice and support of John Robinson
- * the provincial Ministries of Education for their curriculum guidelines and pedagogical advice
- * the provincial Ministers responsible for trade, for enthusiasm and encouragement
- * Terry Clifford, Member of Parliament and educator who, as a former principal and teacher-trainer, provided expert advice and assistance in bringing the book into classrooms across Canada
- * other federal and provincial Ministries for materials and advice, especially Jim Kelly of the Department of Regional Industrial Expansion (DRIE)
- * the many organizations willing to provide resource materials to teachers and students using **CANADA: OUR PLACE IN THE WORLD**
- * Charles for his patience, support and knowledgeable advice
- * Linda Smith for finding the right title
- * Alexandre, Jenny, Trevor, Shannon and all the other kids who have suggested, used and improved the ideas and activities for **CANADA: OUR PLACE IN THE WORLD**
- * Bob Holmes, J.C. Printing and AccuForms, Scarborough for patience and creativity in lay-out and draft printing





CANEDEX

In 1975 CANEDEX was founded by two former teachers to assist overseas recipients of Canadian development funds in their selection of Canadian educational equipment, teaching materials and school supplies.

The company now facilitates educational and development projects around the world. Funds for many of these projects are provided by the Canadian International Development Agency (CIDA), voluntary organizations in Canada, the World Bank, and agencies of the United Nations.

CANEDEX has produced this book to encourage young Canadians to be proud of Canada's contribution in international affairs and to be aware of the vital role of exports in our economy and well-being.

THE CANEDEX TEAM

STAFF

- * Vanessa Tourangeau, President, Canedex, Scarborough, Ontario
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- * Mr. Alan Nicholson, Consultant, Entrelacs, Québec
- * Mr. Frank Petrie, President, Canadian Exporters' Association, Ottawa
- * Miss Monika Schnarre, Teen model, Scarborough, Ontario
- * Mr. Cliff Smith, Assistant Superintendent, Mission, British Columbia
- * Mr. Allison Wrynn, Teacher-Principal, Keswick Memorial School, New Brunswick
- * Mr. George Young, Vice-Principal and Teacher-Librarian, Armstrong, British Columbia

OVERVIEW IDEAS FOR TEACHERS AND STUDENTS



Prepare worksheets by **PHOTOCOPYING** cartoons and activity suggestions from the book. **ADAPT** the materials to meet your requirements. See sample worksheets on pages 47 and 48.

DESIGN and **PRODUCE** materials and games to introduce international topics, develop research skills, or reinforce content for a particular topic.

DISPLAY the materials you produce in other schools, government offices, chambers of commerce, boards of trade, local factories and other businesses.

ORGANIZE fairs using the theme, **"CANADA: OUR PLACE IN THE WORLD"**.

FORM GROUPS in the class, or school, to cover different topics, activities or subject areas from **"CANADA: OUR PLACE IN THE WORLD"**. Combine the materials produced for a class or school presentation. They can be photographed, tape-recorded or videotaped for presentation to other schools.

ORGANIZE contests or displays to recognize achievement in understanding Canada's place in the world.

DEVELOP your own activities in many sectors:

- science and technology
- communications (postal and courier services, telephone, telex, mass media, satellites, etc.)
- agriculture and food
- museums
- The Commonwealth
- La Francophonie
- twin cities, twin provinces
- weather forecasting, satellite mapping, etc.
- international rescue services, coastguards, air traffic control, etc



TRADE: WE DEPEND ON IT



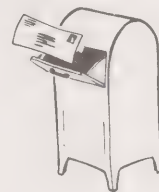
Notes to the teacher

AIMS AND OBJECTIVES

- * Students learn that the Canadian climate and our desire for certain products make us dependent on non-Canadian goods and imported materials.
- * They investigate reasons for Canada establishing trade links with other countries. They gain an understanding of the trading process by studying the exports and imports of their region. International trade is seen as one aspect of global interdependence.
- * Transportation is introduced as an adjunct to the trading process.

RESOURCES for teachers and students

- Students' friends and families
- School and public libraries
- Exporters, importers, manufacturers, retailers and distributors
- Export packers, customs brokers, freight forwarders and transportation companies
- Canadian Exporters' Association, Canadian Importers' Association, Council of Canadian Trading Houses, Export Clubs
- Chambers of Commerce and Boards of Trade
- Department of External Affairs (Info-Export)
- Provincial Ministries of International Industry, Trade and Technology
- Department of Regional Industrial Expansion (DRIE)
- News media including business magazines, business sections of newspapers, radio and television programmes
- Statistics Canada
- "Export Canada" - Canadian Foundation of Economic Education (CFEE)
- Marketing boards such as the Canadian Wheat Board



Refer to the Resources and References section for addresses and other ideas.

You will find additional ideas in all other sections of the book.

In the Glossary you will find definitions of: country, culture, ethnic, export, foreign, import, marketing, product, and transportation.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



TRADE: WE DEPEND ON IT Student activities

Imports: Worldwide Goods for Canada

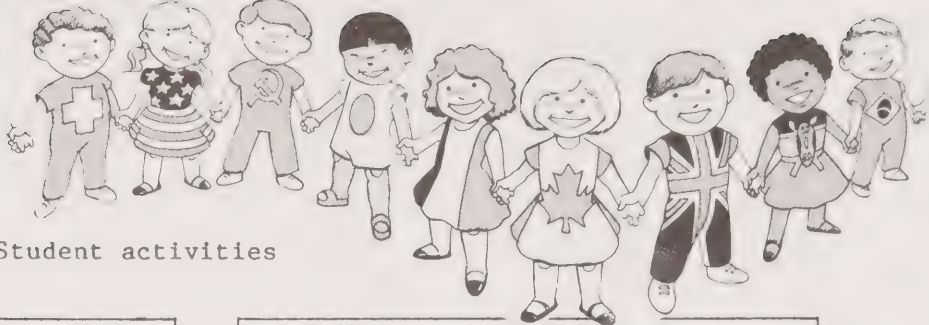
- * Remove labels from imported goods. Display them on a cube. (HV)
- * Display foods we import. From where do they come? Who imports them? Why? How? (GHLMV)
- * Have an "ethnic" lunch using foods from one country. (GH)
- * Sometimes we can choose between imported and grown-in-Canada or made-in-Canada products. Find examples. Make a chart showing the differences and similarities, explaining how we decide which to buy. (GHMV)



- * Make a list of imported goods, show their countries of origin and their retail price. Assume that one third to half of the retail cost is made up of transport and distribution costs in Canada: list the foreign costs in Canadian dollars and then in the currency of the country of origin. Show products that we export to these countries to earn an equivalent value of foreign currency. (GHLM)

- * Visit retailers, distributors and importers to learn where and how they find the imported items they handle. Prepare a book explaining their work. Illustrate the steps taken in importing foreign products. (GLV)
- * If Canadians stopped importing, how would it affect our diets, entertainment, transportation, etc.? How would it affect our export sales and the staff Canadian exporters employ?(GHIP)
- * Write to trade offices or consulates that represent other countries. Illustrate the help they give to their nationals in finding Canadian importers or distributors. (GL)





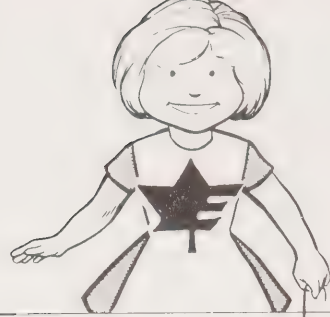
TRADE: WE DEPEND ON IT Student activities

Exporting: Fun and Challenges

- * Paint a poster advertising Canadian products for sale in a foreign country. Use the buyer's language if possible. (GLV)
- * If you want to do business in France, Saudi Arabia or China, how would you prepare yourself and your product or service? What difficulties might you have to overcome and how would you do this? Which country would you choose as your first export market and why? (GLM)
- * Create a video or slides to show one of your community's exports from its source to a foreign destination. (GLV)
- * Plan a meal featuring only foods and drinks that are produced in Canada. How can these foods be sold overseas? (GHLM)



- * Contact a local manufacturer or government office to find examples of products available for export. Choose a country in which you feel one of the products could be sold. Design a marketing campaign using several different media. Ask the manufacturer or government official for her, or his, opinion about your choice of product and market. Ask which of your marketing ideas would be most successful, and why it would work well. (GLMV)
- * Contact resources listed at the back of the book, your school library, your community library, local business associations, chambers of commerce, boards of trade, export clubs, branches of the Canadian Exporters' Association, municipal, provincial and federal government offices. Ask each what help is available to exporters. Make a mural with "Export Helpers" along the top, and "Export Challenges" down the side. For each challenge such as "find the right market" or "modify the product", list, under each "Helper", the assistance available to the exporter. Your mural will be clearer if you rule neat lines vertically and horizontally. If you work neatly, include accurate information, and list the telephone numbers or addresses of the "Helpers" (only if they give permission), your local library or business association might be pleased to display it. (LV)

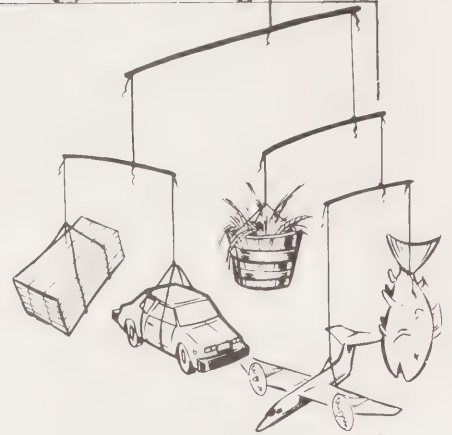


Exports: Jobs and Profit

- * Survey the class to discover how many parents or friends work at jobs related to the export of your community's products. Display the results. (GHLMS)
- * Graph the value of exports to your community or your province. If this foreign income was not earned, how would it affect you and your community? (HLMS)
- * On a poster illustrate how Canada benefits when Canadian companies export. (GLMV)
- * Visit an exporter in your community to see how a product is designed, manufactured, priced, sold and shipped to distant markets. (GLM)

Real Life Story

Every year CANADA EXPORT AWARDS are given to Canadian companies that are outstanding exporters. Their challenge: to export more Canadian products to more foreign markets every year. Your challenge: to find out how they met their challenge, contact one of the award-winning companies listed in the reference section. Why did they decide to export? How did their products gain international recognition? Another challenge: dramatize the success of one of these companies or develop a workable export plan for a company in your community. (GLMS)



Exporter: World Traveller, Good Negotiator

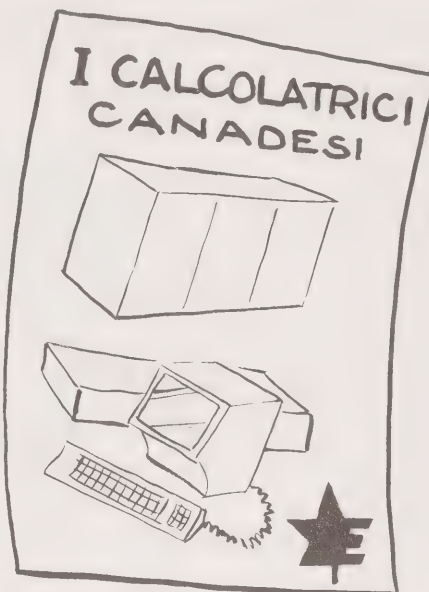
- * Ask employers in your community how their goods or services are exported. Who does this work? Interview the exporter. Make a mural showing the schedule and activities of an export sale or an overseas sale. Learn what is involved in becoming an exporter. Make a mural illustrating the characteristics of a successful exporter. (GLMV)
- * Will you become an exporter? How can you prepare for this career? (GL)
- * How do differences in culture and lifestyles affect sales methods in other countries? (GL)
- * What problems does the exporter encounter when doing business in Bolivia, Borneo, Botswana, Burma, Belgium and Buffalo? (GLM)



TRADE: WE DEPEND ON IT Student activities

World Class Goods from Canada

- * On one side of a poster illustrate several products manufactured or grown in your community, or services available for export by companies in your area. Opposite each, show why people in other countries want, and buy, these products and services. (GLMV)
- * Make a shield or coat of arms showing several interesting items that are exported from your town or province. (GLV)
- * Make a collection of newspaper and magazine articles about Canadian products that are exported. (L)
- * If you know a friend, business person or teacher that is going to travel outside Canada ask him, or her, to make a note of Canadian products or services available in the foreign country. What is so special about these Canadian goods that people in other countries want them? Make a book about these successful Canadian products. (GLMV)
- * Form a group of students to work together. Each select either raw materials, agricultural products, fishery products, manufactured goods, high-technology items or services. Make a mobile to illustrate Canadian exports in your selected area. On the back of each illustration, identify a producer. (LV)
- * Collect magazines that are read or published outside Canada. Clip advertisements of Canadian products. Make a book showing the products and explaining why foreign buyers like them. You may need to contact the manufacturers. (LV)



- * Make a mural, MY EXPORTING COMMUNITY, to show manufactured goods, agricultural products and natural resources that your community exports. (GSV)
- * Show on a poster why people in other countries want, and buy, the products of your community. (GV)
- * On a map of your province show the production locations of natural resources, agricultural products, manufactured goods and services that are exported. (GS)
- * For a number of Canadian exports find a country which does not, or cannot, produce that product or service. (GL)
- * Evaluate the marketability, in other countries, of some Canadian products. (GLM)
- * On a map of Canada, indicate important exports from every province or region. (GL)



TRADE: WE DEPEND ON IT Student activities

Trade in Goods and Services



- * Discuss the financial and other benefits of trade, imports and exports to your community as a whole, to companies and to individual people. (GLM)
- * The value of exported goods can be calculated fairly easily. Services such as engineering, teaching, accounting, banking, investment, transportation, public relations etc. are more difficult to estimate but create over 70% of Canada's foreign earnings. Find the value of foreign earnings made by service companies in your community. (GLM)
- * Why do countries become trading partners? Name pairs of countries to illustrate each reason. (GLM)
- * Research the history of trade and trade routes. Show your knowledge on a mural or time line. (GLMV)

- * Graph the companies in your community that export their own products or services; those whose products or services are exported by other companies; those that export through government projects; those that provide a service for exporters; and those that export the goods and services of other companies. Also show those that earn income from foreign visitors. (GLM)

- * Write a song, poem or play about products and services that are either imported or exported by companies in your community. (GILV)





TRADE: WE DEPEND ON IT Student activities

Fair Trade is Good Business

- * How does an exporter ensure that he, or she, will be paid in full? How does the foreign customer ensure that the goods, or service, is exactly as ordered, delivered on time, in good condition and at the agreed price? Present your knowledge in written or picture form. (LV)
- * Explain how Canadian exports help other countries. (Consult the "Partners in Development" section.) How has Canada also benefited from these exports? (LV)
- * Sometimes it is difficult to sell a product or service in a foreign country, even if there is a willing buyer. Ask local exporters or government officials about trade problems. Why do countries, including Canada, impose these barriers? What would happen if they were removed? (L)
- * Which country is Canada's main trading partner? What obstacles do Canadian companies face when selling to that country? What impediments do their exporters face when selling to Canada? What have the governments of the two countries done to try to make trading easier? How well is it working? Illustrate the obstacles and the efforts to overcome them. (LV)
- * What is free trade? Find out about free trade agreements in Europe, Asia, Africa, the Caribbean and Latin America. What are their aims? To what extent are they successful? Why? (GLM)



- * Ask exporters, local and national business and exporters' groups for their opinion about freer trade with the United States. Illustrate the advantages and disadvantages, and the progress being made to achieve a fair deal for both countries. (GLV)
- * Canada and many other countries try to make trade simpler around the world. One method is through the GATT (General Agreement on Tariffs and Trade). Find out about the current GATT talks. Where are they held, what are the special aims of the current talks? How does GATT affect companies in your area? (GL)
- * On a map or globe, indicate all the countries involved in the GATT negotiations. Show the countries after which the various "rounds" were named. (E.g. the "round" started in 1986 was Punta del Este, Uruguay.) (G)

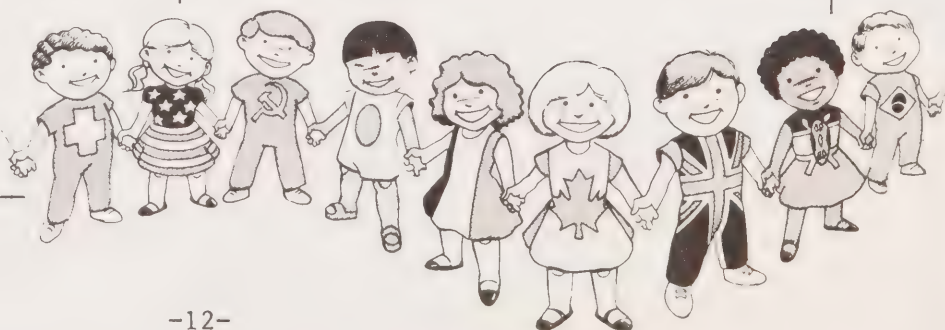
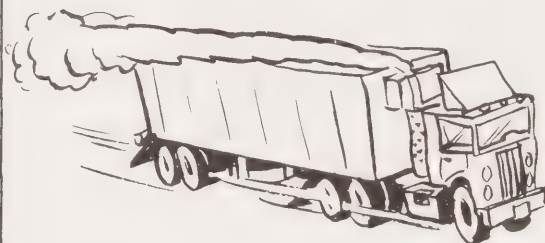
Move It



- * Create stencil prints of the various methods of transporting goods to export markets. (GV)
- * Write a poem or make a poster describing the various modes of transport used to move a product from your community to its foreign destination. (GLV)
- * Compare the costs, advantages and disadvantages of various methods of transportation for three or four different products exported from your community. (GLM)
- * Illustrate the steps in physically moving a product from the Canadian factory to the foreign user. (GLV)



- * Visit a packaging company, a freight forwarding company, a trucking depot, a railway yard, a dock or an airport to discover how goods are packed and handled and why special containers are used. Draw a story line cartoon to show some of the adventures of an export shipment. (GLV)
- * Find out about the documents needed to export or import raw materials, agricultural products and manufactured goods. (GL)
- * Shipping containers, railway cars, airline freight containers etc. have permanent markings. Make a collage of these markings and explain their meaning. (GLV)





TRADE: WE DEPEND ON IT

Student activities

Currency Worksheet

- * List the currencies of several countries in order of their value in Canadian dollars. Why do the values change over time? (GLM)
- * Three Swiss girls rented a car in Toronto for \$150. How much did they pay in Swiss francs? (GM)
- * Choose a country you might like to visit for a week. What is its currency? How much money should you take to cover accommodation, meals, buses, and other expenses. Convert this amount to the currency of your destination. How much money in the foreign country's currency should you take? (GHMS)
- * John spent three nights in each of several countries across Europe.
Costs per night were:

Belgium	120 francs
France	150 francs
Italy	10,000 lira
Switzerland	80 francs
Germany	90 marks

 What were his total hotel costs in Canadian funds? (GM)
- * How much Canadian money would you have to pay for a U.S. dollar? (M)
- * In Scotland, Mrs. Rose bought a kilt for 21 pounds sterling. How much is this in Canadian funds? (M)
- * Jan saved \$3,000 for her trip to Australia. How much will she receive in Australian funds when she exchanges her money? (M)

- * Bring into your class coins or bank notes from various countries. How did you obtain them? Chart their equivalent in Canadian currency. (GLM)
- * Why does the Royal Mint of Canada manufacture currency for foreign countries? (GLM)



- * On a sales trip an exporter spent some of her own money (OM) and charged some expenses to the company credit cards (CCC):

Airfare	(CCC)	US \$	1,249.00
Trains	(OM)	Sw.Fr.	361.00
Taxis	(OM)	Sw.Fr.	47.00
	(OM)	D.Marks	82.50
Hotels	(OM)	H.Fl	143.80
	(OM)	Sw. Fr.	361.00
	(CCC)	D.Marks	289.00
Meals	(OM)	D.Marks	67.00
	(CCC)	H.Fl	98.00
	(OM)	Sw.Fr.	264.80

 What did the trip cost? How much should the employee claim from the company? (GM)



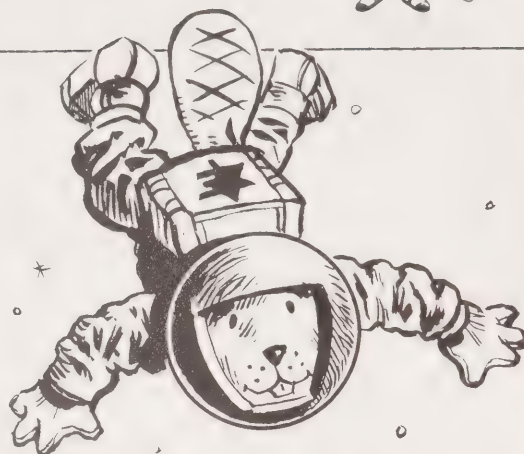
TRADE: WE DEPEND ON IT Student activities

International Investment

- * Many foreign individuals and companies invest in Canadian businesses. What are the advantages for the foreign investors? Why do they invest in Canada rather than in other countries? (GL)
- * Many Canadian individuals and companies invest in foreign companies. Why? (GL)



- * If a foreign company invests in a Canadian company, what are the advantages to the foreign company, the Canadian company, the employees of the Canadian company? Make a mural to show your knowledge. (GLV)
- * What are the advantages to the foreign company, the Canadian municipality, Canadian workers, Canadian buyers, provincial and federal governments when a foreign company builds a factory in a Canadian town? (GLV)



Trade in 2001

- * What are the important characteristics of successful international businesspeople? How do they develop the necessary attitudes, knowledge and skill? What characteristics will be useful for traders in fifteen or twenty years' time? How can you develop those characteristics? Write a "HANDBOOK FOR SUCCESS - INTERNATIONAL BUSINESS IN 2001". Talk to your guidance counsellor or librarian about publishing it. (GLV)
- * Collect newspaper and magazine clippings, summarize radio and television reports of events that will influence investment and trade when you enter the workforce. Think about factory openings, trade negotiations, increased use of electronic communications, changes in fashion and food preferences. Make a film strip or storyboard about trade in the twenty-first century. (GLMV)
- * How will trading patterns in the next century influence all your friends, even those who do not become international traders? (L)

SHARING AROUND THE WORLD



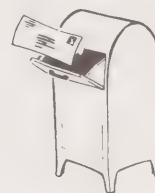
ARTS AND ENTERTAINMENT

Notes to the teacher

AIMS AND OBJECTIVES

- * Students learn that Canadian artists are appreciated in other countries.
- * They study the contributions of foreign artists to Canadian culture and entertainment.

RESOURCES for teachers and students



- Students' friends and families
- Classroom songbooks
- School and community libraries
- Media including newspapers, T.V. guides, television and radio programmes, entertainment and arts magazines
- Art galleries
- Live theatres, movie theatres, concert halls, television and radio stations
- Bookstores, art stores, music stores and video stores
- National Film Board
- UNESCO

Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Diplomats and Diplomacy, Trade and Travel.

In the Glossary you will find definitions of: country, ethnic, folk dance, and foreign.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



Radio and Television

- * Chart the origins of as many different T.V. shows as possible. For every foreign show, find a Canadian one in the same category. Why is it important to have shows from countries other than Canada? What Canadian radio and T.V. programmes are popular in other countries? Why are Canadian news commentators employed by U.S. television stations? (LM)
- * Study the development of T.V. and video games and equipment. (LS)
- * Illustrate the history of radio and television technology and of CBC, CTV and other Canadian stations. (SV)
- * Watch news broadcasts on Canadian and U.S. stations. Compare the items reported and the comments made. (L)

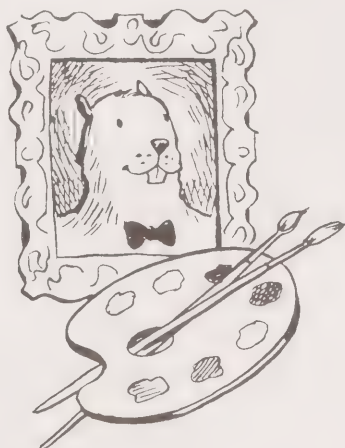


Music and Theatre

- * Interview a member of a choir, band, orchestra, drama or dance group that has performed in a foreign country. Tape the interview. Edit it for your class or school paper. (IL)
- * Listen to recordings of foreign performers. (I)
- * Learn folk dances of other countries to understand the music and dance we see in ethnic celebrations and in movies. (IP)
- * Display pictures of foreign performers. (V)
- * List Canadian performers who work in foreign countries and discover why they do so. (L)

Visual Arts

- * Visit an art gallery. Notice how the artists' work reflects their homelands. How do galleries acquire works from other countries? (LV)
- * Find examples of foreign artists' work in galleries near you. Whose work is shown? What nationalities are the artists? What do you like most about the work? Describe or show examples of the work of some well-known Canadian artists. (LV)

Authors

- * In your library, find the names of Canadian and foreign authors. Show the work of your favourite foreign author in a collage. (LV)
- * Find a Canadian author and a foreign author of a book in each of the following categories: fiction, biography, science, geography, history, poetry. (L)
- * Why is it important to have books by foreign authors in our libraries? Find Canadian books which would be of value in a library in a foreign country. (L)

Film

- * Investigate the technique, developed in Canada, that adds colour to black and white movies. (LS)
- * Where are most of the movies we see produced? Where are the main centres for the Canadian film industry? Make advertisements for popular Canadian movies. (LV)
- * Which Canadian films would interest or entertain students in other countries? Explain your choices. (L)

UNESCO

- * Investigate Canada's contribution to UNESCO, and UNESCO's work in protecting cultural heritage around the world. (GILV)

CLOTHING AND FASHION

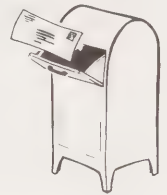
Notes to the teacher



AIMS AND OBJECTIVES

- * Students learn the sources of materials used in clothing.
- * They become aware of countries involved in the fashion industry and of the importance of international exchange of ideas and products.

RESOURCES for teachers and students



- Students' friends and families
- School and public libraries
- Fashion magazines such as Chatelaine, Vogue, etc.
- Fashion and business sections of newspapers
- Clothing and fabric retailers, importers, exporters and manufacturers
- Fashion Council of Canada
- Department of Regional Industrial Expansion (DRIE)
- Federal and provincial Ministries of Industry and Trade

Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Immigration and Emigration, Trade and Travel.

In the Glossary you will find definitions of: country, exporter, federal, government, import, manufacturer, ministry, product, and provincial.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts

Design

- * Name famous people in various countries who influence fashion. Illustrate or gather pictures which show their work. (LV)
- * Look at the original clothing style in the Far East. Why does the clothing that we receive from there not resemble this style? (LV)

Sources of Fabric and Clothes

- * Using labels on clothes as a guide, create a list of countries that manufacture clothing sold in Canada. (GL)
- * Trace the sources of different materials used in clothes. What materials are produced in Canada? Which are imported from other countries and why? (GL)
- * Contact government offices and fabric or clothing manufacturers in your region. To what countries do they export? How do they overcome the international competition? Make an EXPORT WINNERS display about the products, the manufacturers, the exporters and the overseas buyers. (GLV)

National Costume

- * Dress up as nationals from other countries and discover how boys and girls dress differently all over the world. Make a video to show each costume and identify its origin. (GHV)
- * Find pictures of traditional clothes worn in various countries. Why do you think styles differ? Discover ideas that have been used in designing the clothes we wear. (LV)



DIPLOMATS AND DIPLOMACY Notes to the teacher

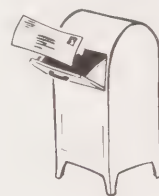


AIMS AND OBJECTIVES

- * Students learn how embassies and consulates are involved in establishing a rapport between governments and citizens of different countries.
- * They investigate the work of diplomats.
- * They enquire into the work of the United Nations.

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- Newspapers, radio and television
- Department of External Affairs
- Consulates near you
- Embassies in Ottawa
- United Nations Associations



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Immigration and Emigration, Medicine, Partners in Development, Trade and Travel.

In the Glossary you will find definitions of: ambassador, citizen, consul, country, diplomacy, diplomat, High Commission, ministry, papal nuncio, and passport.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



Embassies and Consulates

- * What is an embassy, a High Commission, a consulate, a Papal Nuncio? What are their functions? Where are they located? Make a book with a chapter about each. (GL)
- * Find what countries have consulates in your province. Make a display of the flags or coats of arms of each. Mark each on a map. (GL)
- * What is a passport? To whom is it issued? How and why would you obtain one? (GL)
- * Invite an embassy or consulate representative into your classroom to explain the tasks they perform. Video-record the presentation. (L)
- * How can an embassy help a Canadian who loses his, or her, passport or becomes ill in a foreign country? Perform a mime or puppet play about the situation. (GL)

Excellency

- * What is the role of an ambassador? (L)
- * Illustrate the important characteristics of an ambassador. (V)
- * As an ambassador for your class, school, town, province or country, what facts would you present about your class, country, etc.? What impression would you want to convey to the people you meet? (GL)

United Nations

- * Investigate a political issue that is being discussed, or has been resolved by the United Nations. (LGS)
- * Illustrate the work done by several UN agencies or by the UN General Assembly. (GHILMS)
- * Make a collection of magazine and newspaper articles about the work of diplomats, international negotiators, or UN agencies. (GLS)



EDUCATION Notes to the teacher



AIMS AND OBJECTIVES

- * Pupils investigate the reasons for foreign students attending Canadian institutions.
- * They become aware of Canadian students studying abroad and their reasons for doing so.
- * Students also discover the overseas work opportunities for Canadian educators.

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- School administrators and teachers
- Boards of Education
- Ministries of Education
- Community colleges
- Universities
- Association of Community Colleges of Canada (ACCC), World University Service of Canada (WUSC), other non-governmental organizations (NGOs).
- Canadian International Development Agency (CIDA)
- Embassies and consulates of other countries
- Service clubs such as Kiwanis, Rotary, 4-H, etc.
- Boy Scouts, Girl Guides etc.



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on: National Defence, Partners in Development, and Trade.

In the Glossary you will find definitions of: abroad, country, developing country, foreign, and overseas.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts

Foreign Students in Canada

- * Contact a university or community college to discover the reasons and advantages for foreign students attending Canadian educational facilities. (GHL)
- * Interview a foreign student and discover what is involved in gaining admission to a Canadian university, college or school. After graduating, will the student remain in Canada or return home? Will the Canadian qualifications be recognized in the student's home country? Make a video of the interview and lend it to other schools. (GLS)

Canadians Overseas

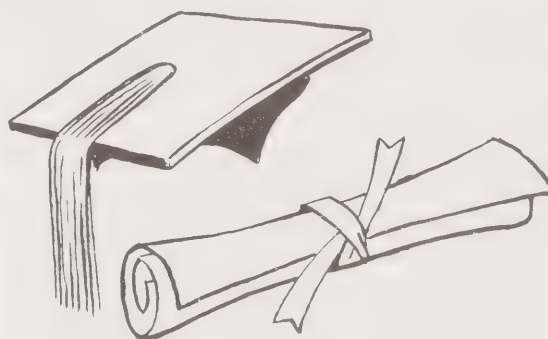
- * Which foreign universities are attended by Canadian students and why? (GLS)
- * Investigate opportunities for Canadian educators to work in other countries. (GLS)
- * Interview an educator who has taught overseas. Illustrate the educator's feelings about working abroad. (GLSV)
- * Canadian school buses are exported to many countries, as well as school furniture, educational materials and text books. How? Why? By whom? Illustrate Canadian educational goods being used in a tropical country or a desert region. (GLV)

Establishing Links

- * Become penpals with students from a school in another country. Penpals may be foreign students or Canadian children studying and living abroad. (GL)
- * Collect foreign stamps and give them to an NGO such as the Downtown Churchworkers Association which sells them, then uses the proceeds to help children less fortunate than yourself. (L)

Same and Different

- * Use a two-sided mobile display to compare education in Canada and other countries. (GLV)
- * Imagine you are a student in a developing country of your choice. How would lessons differ from yours in language arts, home economics and road safety? (GLH)



ENVIRONMENT Notes to the teacher

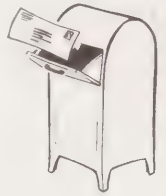


AIMS AND OBJECTIVES

- * Students realize that cooperation among countries is essential to protect the environment.
- * They see that pollution control is a complex process requiring international cooperation.

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- News media including magazines such as MacLeans, Harrowsmith, Equinox etc.
- Federal and provincial Ministries of the Environment
- Energy Probe, Pollution Probe, Greenpeace Foundation and other NGOs (non-governmental organizations)
- Canadian International Development Agency (CIDA)



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Animals, Partners in Development and Trade.

In the Glossary you will find definitions of: country, developing country, donor, environment, federal, global, government, ministry, non-governmental organization, pollution, provincial, and Third World.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts

Pollution

- * Illustrate various types of pollution and discuss the effects they may have on the environment. (GLSV)
- * How does pollution in one country affect the environment of other countries? (GLS)

Pollution Control

- * Research the following topics: the work of the Department of Environment to control Canadian pollution and cooperate with other countries to reduce global pollution; the work of provincial ministries of the environment to control pollution in each province; the activities of non-governmental organizations and individuals to improve our environment. Make a mural using one panel for each topic. (GLSV)
- * Make a POLLUTION CONTROL display showing methods developed by Canadians, and methods from other countries that are used in Canada. Show how individuals can reduce pollution. (GLS)
- * Discover improvements that have been made in your community to combat pollution. Become involved in a pollution control project in your community. (GLS)
- * How does Canada help other countries develop clean water sources and overcome pollution? (GLS)

Other Environment Issues

- * As industry and agriculture develop in Third World countries, what happens to wild animals and tropical forests? Why should Canadians care about jungles in Brazil or wildebeest in Botswana? (GLSM)
- * Wealthy countries, such as Canada, provide money to developing countries to build dams and major roads. How do big projects such as these affect people living near them? What is the effect of these projects on the environment? Should the donor countries continue to fund these projects because of the benefits they bring, or are the disadvantages too great? (GHLS)

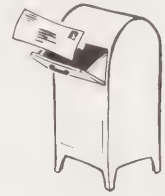
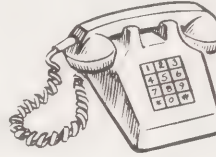


AIMS AND OBJECTIVES

- * Students learn of contributions made by various countries to medicine.
- * They realize that improved health care increases life expectancy and quality of life. They see that disease control is an international responsibility and brings international benefits.

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- The family doctor and dentist
- The community hospital and school nurse
- News media
- Ministries of Health
- Canadian International Development Agency (CIDA)
- Non-governmental organizations (NGOs)
- The Museum of Science and Technology, Ottawa
- World Bank Atlas
- Lions, Rotary, Kiwanis and other service clubs



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Diplomats and Diplomacy, Partners in Development, Sports and Games, Trade and Travel.

In the Glossary you will find definitions of: foreign, life expectancy, ministry, non-governmental organizations, and Third World.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
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- P Physical education and recreation
- S Science
- V Visual arts



HEALTH CARE AROUND THE WORLD

Student activities

People and Ideas

- * Write biographies about Canadians who have contributed to the world of medicine. For example: Doctors Bethune, Banting, Best, Grondin, Hincks, etc. Work with other students to make a CANADIAN MEDICAL LEADERS display. (GLSV)
- * Write biographies of non-Canadians (Louis Pasteur, Marie and Pierre Curie etc.) whose medical work has benefited people around the world, including Canadians. (GLS)



Equipment and Facilities

- * What Canadian medical equipment and medications are exported? To which countries? Why? Who pays for these products? (GLS)
- * What foreign medical equipment is imported into Canada? From where is it imported? Why? (GLS)
- * Investigate the training of foreign medical personnel in our universities and hospitals. (GLS)

Around the World

- * Why do diseases move more quickly now than in the past? How have some been virtually eliminated? Why are some, such as malaria, TB, bilharzia, more common in other countries than in Canada? How do countries work together to combat diseases? Research and document the spread of any disease, the development of a cure or treatment and then the use of this knowledge. (GLS)
- * If you became ill overseas what problems might you face? Think about language, costs and facilities. (GLS)
- * Describe the medical help provided to various countries by CIDA, the United Nations and NGOs. (GLS)
- * Compare the medical facilities and health programmes in your city to those of a Third World city, a US city and a European city. (GHLS)
- * Some children from developing countries come to Canada for medical treatment. Sometimes the money to pay for the travel and medical costs is collected in the child's community, sometimes in Canada. Has a hospital in your community treated such a child? Write a newspaper article about how the project started, what the costs were and how the money was raised. (GLMS)
- * Graph life expectancies in various countries. Illustrate Canadian work to increase life expectancies in developing countries. (GLMSV)

IMMIGRATION AND EMIGRATION Notes to the teacher

AIMS AND OBJECTIVES

- * Students explore the processes of immigration and emigration and reasons for immigration to Canada.
- * They trace their family history and learn about the countries from which their families originated.
- * Contributions to Canadian society by immigrants are noted.

RESOURCES for teachers and students

- Students' friends and families
- News media including ethnic newspapers, television and radio stations
- Ethnic organizations in your province or community
- Chambers of Commerce and Boards of Trade
- Department of Employment and Immigration

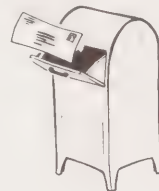
Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Diplomats and Diplomacy, Education, Trade and Travel.

In the Glossary you will find definitions of: citizen, country, emigrate, foreign, immigrate, and visa.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
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Family Roots

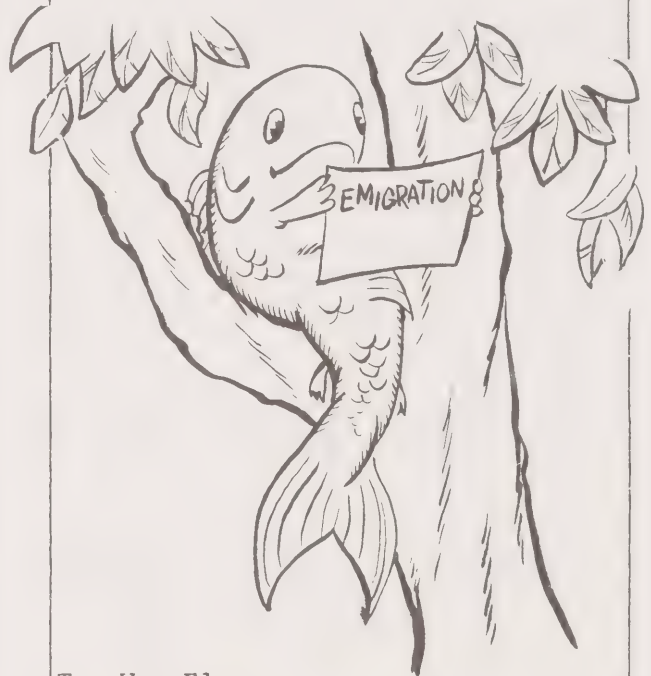
- * Make family trees. Graph the countries of origin of families in your class. Decorate with maps, flags, pictures, recipes, family crests, coats of arms, etc. (HLMSV)

Immigration

- * On a time line show a person in a foreign country deciding to move to Canada, applying for a visa, entering Canada and finally becoming a Canadian citizen. (HLMS)
- * Interview immigrants to discover why they left their homelands, why they chose to come to Canada and what was involved in immigrating. Classify and illustrate your findings. (LMSV)
- * Survey your community to discover what businesses are linked to foreign countries through immigrant owners, and how many jobs they have created. (LMS)
- * Think about the names of streets, towns or rivers in your area. Who chose the names? In what other countries would you find the same names? (GHL)
- * What is a Canadian citizenship certificate? How is one obtained? (GL)

Emigration

- * Write to a foreign embassy asking what must be done to immigrate to that country from Canada. (GHL)
- * Why do some people emigrate from Canada? (GHL)

Two Way Flow

- * What are the reasons given for Canada needing immigrants and for other countries encouraging their citizens to emigrate? What other countries wish to increase their population? Why? How do they encourage population growth?(GLMS)



NATIONAL DEFENCE Notes to the teacher

AIMS AND OBJECTIVES

- * Students discover how countries cooperate for mutual defence purposes.
- * They learn of Canada's work as a peacekeeper.
- * They study Canada's contribution to the defence of herself and her allies.

RESOURCES for teachers and students

- Students' friends and families
- Cadet organizations
- School and community libraries
- Department of National Defence
- NORAD
- United Nations headquarters, agencies and associations



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Education and Partners in Development.

In the Glossary you will find definitions of: country, foreign, overseas, and peacekeeping mission.

SUBJECT AREAS related to each activity are shown by these symbols:

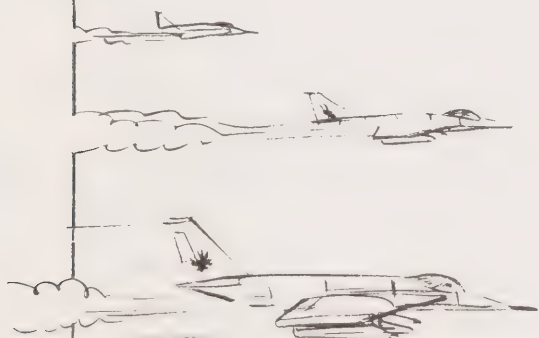
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- V Visual arts



NATIONAL DEFENCE Student activities

Canadians Overseas

- * Contact a Department of National Defence base. What contacts do the staff have with forces from other countries? Where have they travelled on duty? What were their duties overseas? (GHL)
- * On a map, show DND establishments in Belgium and West Germany. Write letters to children living and going to school there. (GL)
- * On a map, highlight countries where Canadian military and peace-keeping personnel have served. (GL)
- * How could you prepare to work for DND? What career and education opportunities are available? (GL)
- * On a map show where Canadian personnel serve with the armed forces of other countries. (G)



Overseas Personnel in Canada

- * Why do defence staff from other countries come to Canada for training or duty? (GL)

International Cooperation

- * Research Canada's commitment to peace-keeping activities including those sponsored by the United Nations. (GL)
- * Illustrate how DND helps after disasters overseas such as earthquakes, droughts, etc. (GLSV)
- * How has military training changed with the development of new weapons and technology? (LS)
- * What are NATO and NORAD? Why does Canada belong to each? What are Canada's responsibilities in each? (GL)
- * Research the contribution made by your family or by Canadian heroes during major wars. What were the costs in human life, suffering, disruption, financial costs, etc? What was gained by these sacrifices? Why do countries fight? Why do countries have armed forces? (GLM)



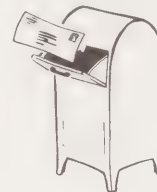
PARTNERS IN DEVELOPMENT Notes to the teacher

AIMS AND OBJECTIVES

- * Students learn that Canadians are among the world's most generous people, that much development work is carried out by individual action and that local action can solve global problems.
- * They see that development activities benefit donor and recipient.
- * They learn that Canadian development assistance is delivered through:
 1. Bilateral projects in which the Canadian International Development Agency (CIDA) works directly with government or other organizations in the recipient country
 2. Multilateral projects in which Canada and other donors work with the recipient country or region through an international financial institution (IFI) such as the World Bank, or African Development Bank
 3. Canadian business sector initiatives in development projects
 4. Non-governmental organizations (NGOs) and individuals who work in the developing countries

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- Community NGOs and individual aid workers overseas
- Newspapers, radio and television
- The Canadian International Development Agency (CIDA)
- Embassies and consulates of recipient countries
- Energy Probe, Greenpeace Foundation, Association of Community Colleges of Canada (ACCC), CUSO, UNICEF, CARE, and other NGOs
- UN agencies and UN associations
- The World Bank and other IFIs
- National Film Board



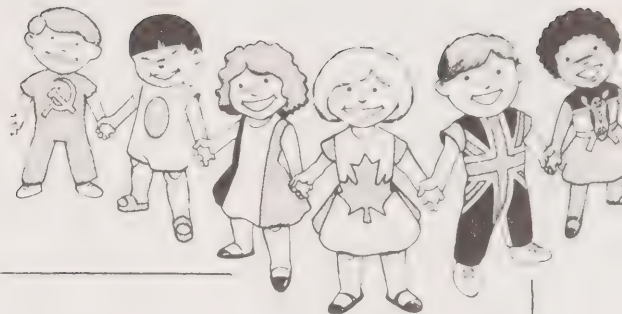
Also refer to the Resources and References section for addresses and further ideas.

You will find additional ideas in the sections on Arts and Entertainment, Education, Environment, Health Care Around the World, National Defence, Space, Air and Airwaves, Trade and Travel.

In the Glossary you will find definitions of: bilateral assistance, country, developing country, environment, foreign, global, multilateral assistance, NGOs, and overseas.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
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- S Science
- V Visual arts



Real Life Story

- * Students across Canada collect pennies for UNICEF at Hallowe'en. Your challenge: Find out how UNICEF uses this money. Another challenge: Find other examples of local action helping to solve global problems. (GLM)

Individual and NGO Action

- * You hear about a famine, war or earthquake overseas. How can you, your school or community help the victims of this disaster? How can such disasters be prevented in the future or the suffering decreased? (GHLS)
- * Investigate the international development activities of citizens, NGOs, schools, churches and service clubs in your community. Invite a speaker to tell your class about help given to people overseas, and the benefits of doing so. Make a video about NGO's and individuals working in developing countries. Lend it to other classes or schools. Make a poster CANADIANS HELPING OVERSEAS. (GLSV)
- * Many foreign students are brought to Canada by CIDA. Visit or meet one of these students and a Canadian classmate or teacher. What are the main benefits to the visitor and to the Canadians? (GL)
- * How does Canada choose which countries to assist? To what extent are factors such as poverty level, human rights, traditional links etc. a consideration? (GL)



- * Compare a day in your life with a day in the life of a person your age in Burma, Mali or Paraguay. Think about access to drinking water, food, housing, schools, medical help, employment etc. (GLSMV)

Bilateral Projects

- * Choose a developing country that especially interests you. Find out about its geography, history, resources and people, and about the problems it faces in improving its citizens' standard of living. Choose a sector (agriculture, education, health, forestry, fisheries, emergency food relief, transportation, industrial development, housing etc.) that you consider particularly important to the country. From CIDA, IFIs, NGOs etc. find out what projects have been undertaken or are planned to strengthen this sector. Make a book showing the problems, the conditions, the resources available, the special challenges, the "ideal" result and anticipated results of development projects. Find out what jobs are done by women and by men in the country. How does this affect the way in which Canada should provide assistance? Keep in touch with development projects in the country. Evaluate their progress. Will the eventual results match the anticipated result or ideal result? Will the projects be successful? (GHLMSV)
- * Write a song or play about the challenges and rewards of being a partner in development. (GL)
- * Illustrate or describe how we can measure success in development work. (GLV)

Multilateral Projects

- * Some large development projects require funds and advice from many countries. These are usually channeled through the International Financial Institutions (IFIs). Canada is a member of most of the IFIs and most of the United Nations agencies which carry out specialized projects. Illustrate or describe Canada's contribution to IFI and UN projects in terms of advice and funds provided, help in planning projects in cooperation with other countries, also goods and services sold for use in projects. (GHLSV)
- * Use a cartoon strip to portray the role of the United Nations or several of its agencies. (GLV)
- * What UN agencies are located in Canada? Why was Canada chosen? Where are other UN agencies based? Should other UN agencies have offices in Canada? (GL)
- * Have a UN day on October 24th. Each student can portray a different country of the UN and tell about programmes carried out in that country by the various agencies. (GLS)



PLANTS AND ANIMALS ON THE MOVE Notes to the teacher

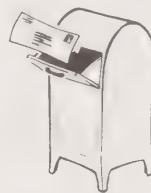


AIMS AND OBJECTIVES

- * Students investigate the international co-operation that is required to obtain non-indigenous animals for a Canadian zoo. They study the transportation of animals and their accommodation in zoos.
- * Students learn about endangered species and the steps taken to preserve them.

RESOURCES for teachers and students

- Students' friends and families
- The school and community libraries
- The city zoo
- Magazines, newspapers, radio and television programmes
- World Wildlife Fund
- Canadian Wildlife Federation
- Naturalist associations
- Ministries of the Environment



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Environment, Partners in Development and Travel.

In the Glossary you will find definitions of: climate, country, endangered species, government, and ministry.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
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- V Visual arts



Zoos

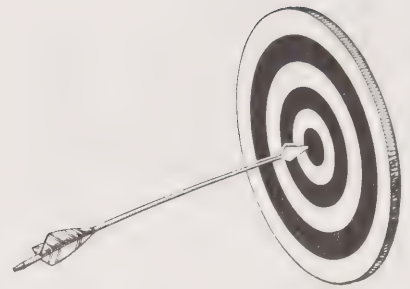
- * Visit a zoo and list the countries from which animals have originated. Interview zoo staff about the acquisition and transportation of animals. (GLS)
- * Make a book to show what you have learned about the climate, vegetation and topography of other countries during your visit. (GLS)
- * Observe how the zoo meets food, climatic, and geographic requirements for various animals. (GS)
- * On a map of the world, locate the homelands of zoo animals. (GS)
- * Plan a Canadian exhibit for a zoo in another country. Make a model showing animals and environment. Explain how you would build a real zoo to reflect each animal's Canadian habitat. (GLS)
- * Put yourself in the place of one of the zoo animals. Write a diary describing the trip from your home to the zoo in Canada. (GL)

Endangered Species

- * Make an illustrated list of endangered plant and animal species. Why is it illegal to trade products such as ivory, or to pick trilliums? How do governments enforce such laws? Why are some rare species, such as falcons, in great demand? (LS)
- * Interview the leader of a protection group for an endangered species. How do they cooperate with groups in other countries? What types of work do they undertake? (GLS)

Familiar Plants and Animals

- * Use a map and illustrations to show the countries of origin of some popular breeds of cats, dogs, birds, fish and other pets. (GLS)
- * Collect pictures of familiar plants and animals that have come from other countries. (SV)
- * Make a mask or puppet showing an interesting plant or animal. Use it to describe how your species has moved to various countries and why some countries have been better homes than others. (GLS)

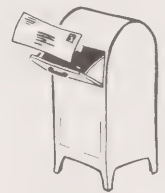


AIMS AND OBJECTIVES

- * Canada's major contribution to the development of general and commercial aviation is explored.
- * Students see that countries cooperate for safe aviation through weather forecasting, establishing international rules for aviation (through the UN agency ICAO, and IATA), using common air traffic control procedures and fighting terrorism in the air and at airports.
- * They investigate Canada's success in designing and manufacturing high-technology devices for use in aviation, communications and space.
- * They study Canadian participation in space programmes.

RESOURCES for teachers and students

- Students' friends and families
- School and public libraries
- Airports, pilots and airshows
- Young Astronauts of Canada
- "Canada in the Twentieth Century, Space" by Christopher C. Trump, Fitzhenry & Whiteside
- Canadian Association for Science Education
- Air Cadets
- Aviation museums and the Museum of Science and Technology, Ottawa
- Ministries of Transport and Communication, and Industry and Trade
- Department of Regional Industrial Expansion (DRIE)
- Tourism offices
- Canadian International Development Agency (CIDA)
- International Civil Aviation Organization (ICAO) and International Air Transport Association (IATA)



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Diplomats and Diplomacy, Partners in Development, Trade and Travel.

In the Glossary you will find definitions of: country, export, government, manufacturer, ministry, and Third World.

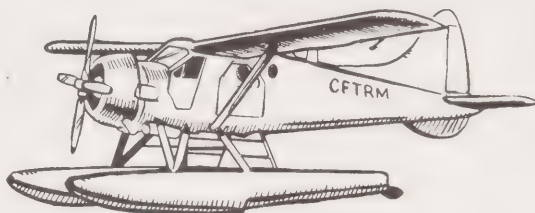
SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



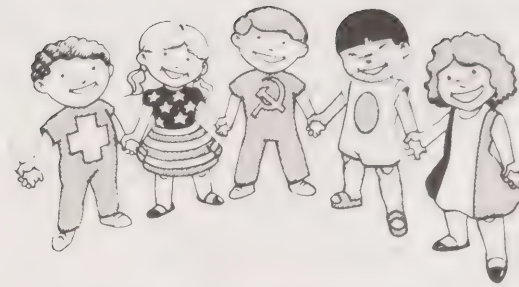
Silver wings

- * Visit your municipal airport, or an aircraft owner or user in your community. Ask how aviation developed in Canada. Research the topic in local libraries, museums or colleges. Show your new knowledge on a time line. (GLMSV)
- * Read and summarize biographies of famous Canadian pilots, aircraft designers and space travellers. (GLMSV)
- * Attend an airshow. Interview pilots, air traffic controllers and ground crew. Report to your class. (LS)
- * In a group, write out poems about flying using your best calligraphy. Illustrate and display them. Show when and where they were written and the nationality of their authors. (GLV)
- * What Canadian aircraft and flight simulators are used around the world? Why are they purchased by so many countries? (GLMS)
- * Aircraft travel across international boundaries. Make a chart to show some of the challenges this creates for the aviation industry. Think about weather forecasting, safety regulations, air traffic control, language of communication between pilots, controllers, ground staff and passengers. Chart the ways in which the challenges are met and the role of ICAO and IATA. (GLMSV)



Talk to the World

- * Use local libraries, chambers of commerce, manufacturers, TV and radio stations to learn about the use of satellites in international communications. Find out about satellites designed and built in Canada. Show your knowledge in a book. (GLMSV)
- * Find out about methods of international communications such as postal service, telephone, telex, cable, radio, television, computer links, facsimile. Illustrate the speed and quantity of international communications between now and when you or your ancestors came to Canada. (GHLMSV)
- * Illustrate the history of telephone, radio and television. How has Canada influenced or been influenced by other countries in each of these? (GLMSV)
- * Research the technology used in communication. Make a video showing Canadian inventions and describing how they are exported to other countries. (LSV)



Our Place in Space

- * Make a model showing one of the Canadian satellites in orbit. Explain how it remains in position. Describe its work for Canada and other countries. Refer to "Canada in the Twentieth Century, Space". (LMSV)
- * Find out about activities of your local branch of "Young Astronauts of Canada". (LS)
- * From libraries, manufacturers and government departments, find out about Canadian products used in aviation and space. Describe them in a book for your school library. (LS)



History, Ancient and Modern

- * On a time line, show methods of transport and communication used during pre-historic and historical times. (GLMSV)
- * From your nearest tourism office find the names and locations of local sites and buildings that are important in the history of communication, aviation or space. Visit the sites. Make a book or illustration describing the sites and explaining their significance to Canada and other countries. (GLSV)
- * How does CIDA help Third World countries develop their communications and transportation? (GLS)



SPORTS AND GAMES Notes to the teacher



AIMS AND OBJECTIVES

- * Pupils discover how athletes benefit from international competition and learn how training facilities and skills are shared.
- * They investigate the origins and international nature of sports and games.

RESOURCES for teachers and students

- Students' friends and families
- School and community libraries
- News media including sport magazines
- Canadian Olympic Association
- Canadian Sports Council
- Sport Canada
- National Sports Associations, such as Cross Country Canada
- Sports equipment retailers, distributors, exporters, importers, and manufacturers
- Commonwealth Secretariat
- Federal and provincial Ministries of Sports, Recreation and Fitness



Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Health Care Around the World, Trade and Travel.

In the Glossary you will find definitions of: country, export, federal, foreign, import, ministry, and overseas.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



SPORTS AND GAMES

Student activities

Canadian Athletes

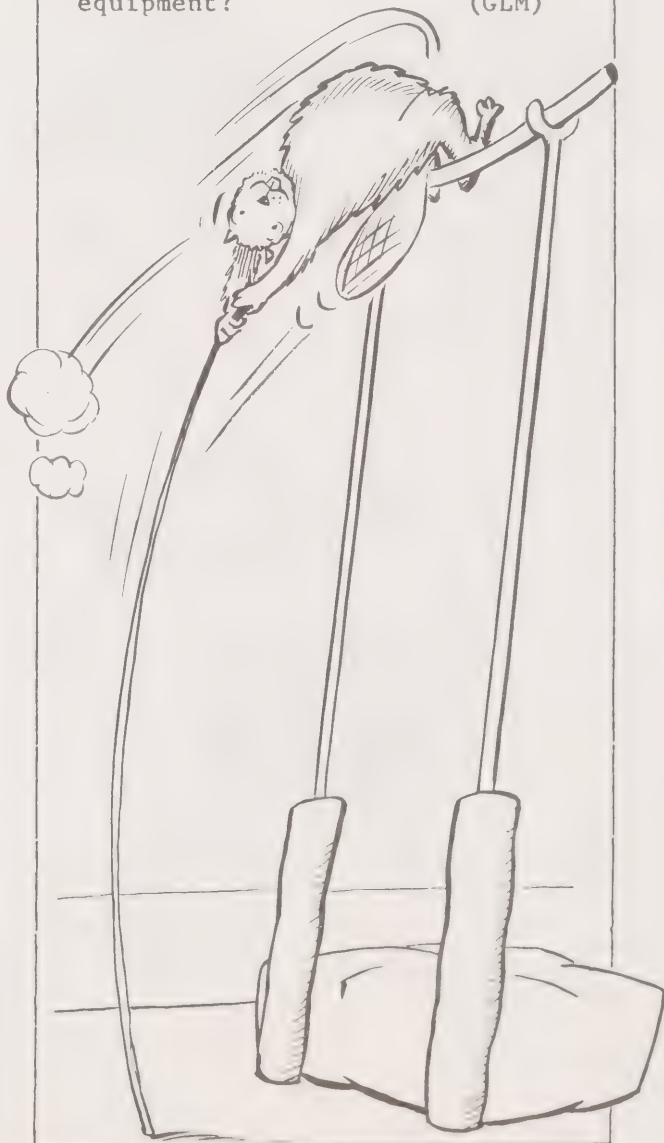
- * Collect pictures of athletes who have represented Canada in international competition or made goodwill visits overseas. (GV)
- * Illustrate how and why Canadians support their national team athletes. (LV)
- * How does international success by Canadian sports heroes influence athletic participation by the general population? (L)
- * Interview an athlete from your community who has competed against foreign athletes. What did the athlete learn from this experience? Participate in the athlete's sport. (GPL)
- * Write a biography of a Canadian athlete who has competed internationally or who has earned funds for medical research or for special causes, eg. Terry Fox and Steve Fonyo for cancer research, Rick Hansen for research into spinal cord injuries, Wayne Gretzky for the mentally handicapped, etc. (GLMV)

Facilities

- * What training facilities does Canada offer to athletes from other countries? (GL)
- * Illustrate a situation where Canadian athletes take advantage of foreign facilities. (GLV)

Equipment

- * What Canadian-made sports equipment is exported to other countries? How do the manufacturers or exporters penetrate these foreign market? (GLM)
- * What foreign sports equipment is imported into Canada? Why, and from where do we import this equipment? (GLM)



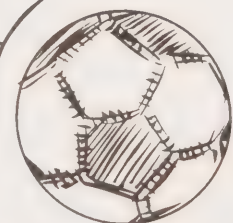


Games and Sports

- * For each of your favourite sports or games, list an event in a foreign location that you would like to visit as either a spectator or participant. (GL)
- * Ask sports associations about international activities, exchanges or competitions in which you could participate. (GLP)
- * List competitions which involve Canadian and foreign competitors. What Canadian-made items are given as gifts or tokens to show our appreciation of foreign participants? (GL)



- * Why do different countries have different "national" sports? Examples: Canadian hockey and lacrosse, American football, English cricket, Russian chess, etc. Play games from different countries. (GLP)
- * Why do some people boycott sports events? Are boycotts right or wrong? (GL)
- * Find a community in your region that has hosted an international sports event. How did the organizer attract participants? What support was provided to local and visiting teams? How did the community provide transportation, housing, officiating, etc.? (GL)
- * Find out about the America's Cup, the Commonwealth Games, the 1988 Olympics and the Junior Olympics. Learn one of the sports. (GLMP)
- * What are the countries of origin of the sports in which Canadians participate? Play sports that have their origin in Canada. (GLMP)
- * Why is soccer almost universal? Play soccer imagining you are in a desert or a jungle. (GLP)



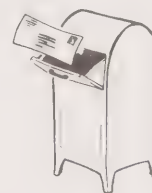
TRAVEL Notes to the teacher

AIMS AND OBJECTIVES



- * Students become aware of the benefits of travel to both the traveller and the country being visited. They realize that such visits improve the rapport between countries. They explore the economic benefits of tourism.
- * They investigate the planning and preparations required for travel.
- * Students also realize the effects that efficient transportation can have on tourism.

RESOURCES for teachers and students



- Students' friends and families
- School and community libraries
- Travel agents
- News media including the travel section of newspapers, travel magazines, television and radio programmes
- Canadian International Development Agency (CIDA)
- Provincial Ministries of Tourism
- Department of External Affairs, Passport Office
- Regional, national and international air carriers, rail and ocean transport agencies

Also refer to the Resources and References section for addresses and for further ideas.

You will find additional ideas in the sections on Diplomats and Diplomacy, Immigration and Emigration, Health Care Around the World, Partners in Development, Sports and Games and Trade.

In the Glossary you will find definitions of: country, culture, customs, foreign, immigrate, passport, and visa.

SUBJECT AREAS related to each activity are shown by these symbols:

- G Geography, social studies, history and civics
- H Home economics, family studies
- I Instrumental and vocal music
- L Language arts
- M Mathematics
- P Physical education and recreation
- S Science
- V Visual arts



Places To Go: Things To See

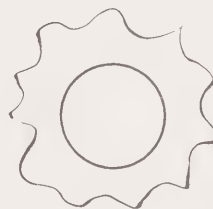
- * Make an illustrated map to show a foreign country that could be visited for each purpose: to ski; to view the work of famous artists; to go on safari; to aid victims of drought; to visit the homeland of your ancestors; to visit a jungle; to hear a famous choir or orchestra; to visit a country whose seasons are opposite to Canada's; to enjoy sandy beaches; to visit a communist country; to visit a country which is larger than Canada; to visit a country with the same population or land size as your community or province; to visit a highly industrialized country; to go mountain climbing; to speak a language which is neither French nor English.

(GHILPSV)

- * What methods of transportation might you use in a Third World country? How is Canada helping to improve transportation in these countries? (GLS)
- * What are "The Seven Wonders of the World"? Illustrate them and show their locations on a map. (GV)
- * Give examples of differences in culture which a tourist would encounter when visiting various countries. (GL)
- * Conduct a survey of the class to discover the countries to which students' families and friends travel. (GHLM)

Visitors to Canada

- * Prepare a tourist brochure that would encourage travellers to visit Canada, your province, or your community. (GLV)
- * Prepare a map of your community for a traveller from a foreign country. Include all places which would be of interest or necessity to a tourist. (GLV)
- * List reasons why foreign tourists should come to Canada. (GL)



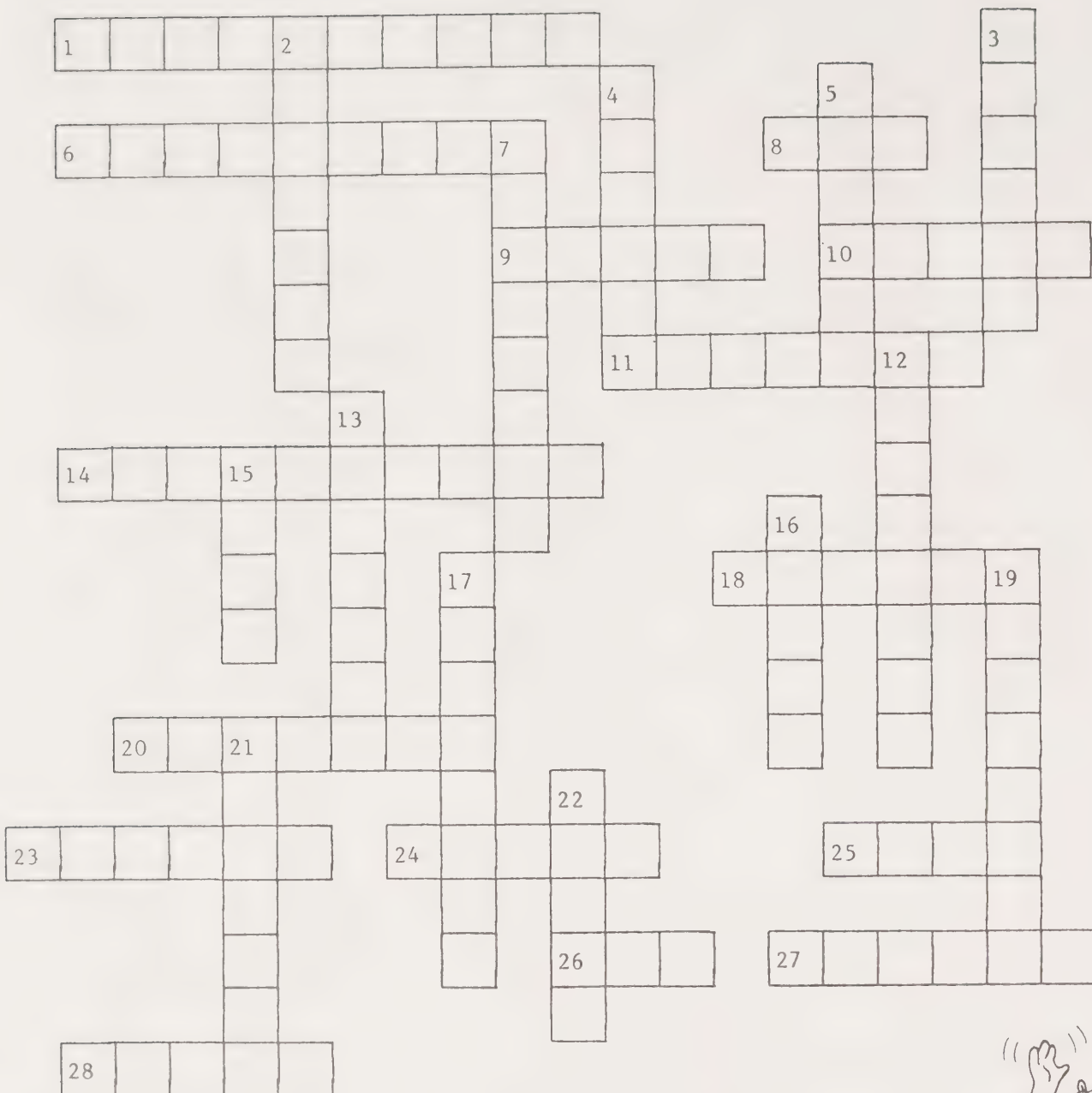
Papers and Pesos

- * What is a passport and a visa?
Why do we need them and how do we
get them? (GL)
- * Make a list of countries for
which you would need a visa to
go on a visit. Why do countries
require them? (GL)
- * What are immigration officers and
what are their duties? Why do we
need them? (GL)
- * What are customs officers and
what are their duties? Why do we
need them? (GL)
- * Design problems which require con-
verting Canadian dollars to other
currencies. Bring in money and
stamps from other countries. (GLM)
- * Find out about the different types
of visas needed by visitors who are
tourists, students, workers, etc.
(GL)

All Around the World

- * Discuss the benefits of tourism
to a country. (GLM)
- * What effect does modern, efficient
transportation have on tourism?
(GLMS)
- * Play games involving a map of the
world to learn the names and
locations of countries. (GLP)



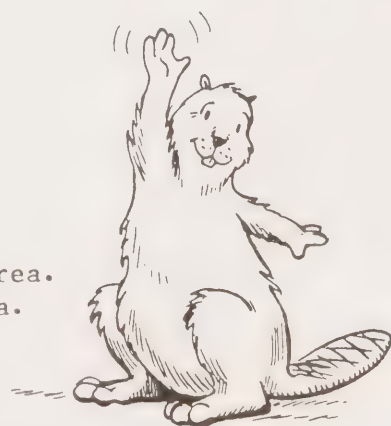


CROSS

1. Used to see distant objects.
6. Higher than hills.
8. Depicts part of the Earth's surface.
9. Huge body of water.
10. Helps to plan your trip and sells tickets.
11. A holiday traveller.
13. Eating place.
8. Captures images.
10. You need it for a train or plane.
3. Ship voyage.
4. Overnight accommodation.
5. Permission to enter a country.
6. Travels on roads.
7. Dividing line between countries.
8. Currency.

DOWN

2. Small house.
3. Winter sport.
4. Large sandy area.
5. Trip in Africa.
7. _____ spree.
12. Remembrance.
13. Suitcases.
15. A voyage.
16. Helps you to be on time.
17. Identification document.
19. Mode of transport.
21. Mediaeval home of a king or queen.
22. Sandy area by ocean.





MATERIALS TO BE PHOTOCOPIED

SAMPLE WORKSHEET ONE

You are encouraged to design and produce worksheets by **PHOTOCOPYING** materials from **CANADA: OUR PLACE IN THE WORLD**.

WORKSHEET FOR _____ PREPARED BY _____
(student's name) (teacher's name)

CANADA: OUR PLACE IN THE WORLD

Choose one of the following activities: (photocopied from page 6)



- * Remove labels from imported goods
Display them on a cube. (HV)
- * Display foods we import. From
where do they come? Who imports
them? Why? How? (GHLMV)
- * Have an "ethnic" lunch using
foods from one country. (GH)



Work with your choice of the following resources: (from page 5)

- Your friends and family
- Importers, retailers and distributors
- Customs brokers, freight forwarders, transportation companies
- Canadian Importers' Association, Council of Canadian Trading Houses
- Chamber of Commerce, Board of Trade
- Department of External Affairs (Info-Export)
- News media
- Statistics Canada

Check the glossary of **CANADA: OUR PLACE IN THE WORLD** for definitions of words you need for these activities, such as: country, culture, ethnic, foreign, import, product, transportation

List the materials you will need:

The date for our discussion of your project outline or plan of work
is _____. (To be completed by the teacher)

Your project is to be completed by _____



SAMPLE WORKSHEET TWO

You are encouraged to design and produce worksheets by **PHOTOCOPYING** and **ADAPTING** materials from **CANADA: OUR PLACE IN THE WORLD**.

WORKSHEET FOR _____ in _____'s
class.
(student's name) (teacher's name)

CANADA: OUR PLACE IN THE WORLD

Ask your mother, father or grandparents to help you answer these questions:

Where did your family or ancestors live before moving to Canada?

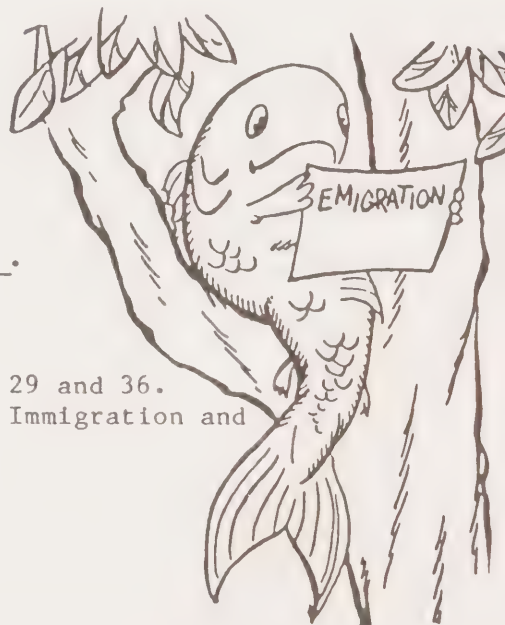
Draw a picture of your family in the old country.

Make a painting of the flag of your ancestral country, or display postage stamps, postcards, photos or travel advertisements that show the country.

Today is _____.

Bring your work to me on _____.

(The cartoons are photocopied from pages 29 and 36.
The activity ideas are adapted from the Immigration and Emigration section, pages 28 and 29.)





USER QUESTIONNAIRE: CANADA: OUR PLACE IN THE WORLD

Teacher's Name _____

Address _____

Phone _____ Grade Level _____

On which activities did you or your students choose to work?

What activities were of greatest interest to your students?

What activities were difficult to complete? Why?

What aspects of the book do you feel were most useful, least useful?

Additional comments.....

We should like to incorporate your ideas into our next edition. Please photocopy this form, complete it, and send it to:

CANEDEx, 3360 Midland Avenue,
Scarborough, Ontario. M1V 2W8
(416) 292-8512





REFERENCE MATERIALS

GLOSSARY

Abroad - in, or from, a country other than Canada.

Agricultural products - products derived directly or indirectly by cultivation of the land. Examples are corn, wheat, lettuce, apples, eggs, beef.

Allies - countries which cooperate with each other usually for a common cause; countries which are "friends".

Ambassador - diplomat sent by one country as its representative to another country; official messenger and spokesperson.

Beneficiary - country, village or person etc. whose quality of life is enhanced by the assistance received.

Bilateral assistance - development assistance from one country or government, for instance Canada, to one recipient country, organization or group.

Boycott - refusal to have anything to do with an event, action or country, usually as an expression of disapproval.

Citizen - person who has full rights and responsibilities in a country either by birth or by naturalization.

Climate - long-term weather conditions of an area.

Commonwealth - The Commonwealth is a voluntary association of countries including for example Canada, Guyana, India, Jamaica, New Zealand, the United Kingdom, etc. Members co-operate in areas such as culture and education.

Consul - a diplomat appointed to live in a foreign city in order to assist and protect the interests of his country and its citizens.

Consulate - the offices of a consul.

Country - an area of land recognizing one government, head of state, flag, currency etc.

Culture - the beliefs, behaviour and products of a particular group of people.

Currency - money officially used in a country. i.e. dollars, francs.

Customs - government department responsible for controlling goods entering or leaving a country; area in a port or airport where Customs officials examine goods and baggage brought into a country, and levy import duty.

Customs officers - government officials who deal with Customs matters.



Developed country - a country which has achieved a diversified industrial base and a comfortable standard of living.

Developing country - a country which does not have a strong and diversified economic base and which requires much effort and investment to ensure that in the future all citizens will have a comfortable standard of living.

Diplomacy - the job or skill of maintaining good relationships between countries.

Diplomat - an employee of one country responsible for establishing and maintaining good relationships with another country.

Donor - a person, organization or country which gives to another.

Duty - a tax levied on goods being brought into, or taken out of, a country.

Embassy - the official representation of one country to another. The official place of work of an ambassador and his or her staff.

Emigrate - to leave one's country permanently.

Endangered species - a species of animal or plant that is in danger of becoming extinct.

Environment - the world around us. Includes climate, physical features, vegetation, culture, etc.

Ethnic - to do with a racial or cultural group. For instance the traditional clothing, music, food, etc. of a group of people.

Export - to sell goods or services to another country.

Export plan - a plan to export equipment or services. Identifies target markets, suitable products, pricing etc.

Exporter - a person or company that sells goods or services to another country.

Federal - pertaining to a federation. Federal ministries act, within their jurisdiction, for the whole of Canada, e.g. Department of National Defence.

Federation - a grouping of states or provinces joined under a central authority, but where the members retain autonomy in some internal affairs. Example: Canada is a federation of provinces. Australia and Brazil are federations of states.

Folk-dance - a dance or song in the traditional style of a country or group of people. Example: an Irish jig, or a polka.

Foreign - relating to another country.

Freight - the transport of goods by land, water or air.



GATT - General Agreement on Tariffs and Trade. A treaty between many countries that sets rules for trade and a forum at which countries seek to overcome trade problems and to enlarge trading opportunities.

Global - involving all countries around the world.

Goodwill - feeling or expression of friendship or kindness.

Government - persons responsible for developing and implementing legislation for a country, province etc.

High Commission - an embassy of one Commonwealth country located in another Commonwealth country.

High Commissioner - the head of a High Commission.

Immigrate - to enter a country to live on a permanent basis.

Import - to bring in goods and services from another country.

Industrialized country - a country with highly developed and diversified industries.

International affairs - interaction between countries.

International co-operation - work undertaken jointly by the governments, organizations, or citizens of several countries.

International financial institutions (IFI's) - funding organizations, such as the World Bank and African Development Bank that channel money from many lenders to borrowers in developing countries.

Least developed countries or less developed countries (LDCs) - poor countries of the world, lacking food, clean water, housing, health and education facilities.

Life expectancy - the average life span of inhabitants of a country or region. It can be affected by nutrition, medical care, etc.

Manufactured goods - goods made by people or machinery.

Manufacturer - a person or company that makes a product.

Marketability - the suitability of a product for a particular market. Example: Snowmobiles are marketable in Alaska, but not in Florida.

Marketing - introducing a product to a new set of potential buyers. Preparing all support (local agents, maintenance facilities etc) needed to sell the product.

Media - means used for spreading news or communicating, for example newspapers, magazines, radio and television.



Ministry (or Department) - a government department headed by a minister or a Secretary of State. Examples: External Affairs, Finance, International Trade, etc.

Multilateral assistance - development help from several international sources.

Mutual defence - cooperative action by two or more countries or allies to protect each other.

Natural resources - materials produced by nature. Examples in Canada are mineral deposits, water, forests, fish, etc.

Newly industrialized country (NIC) - a country where a variety of industrial activities have recently been established and where the standard of living is improving. Examples: Brazil, Singapore and South Korea.

Non-governmental organization (NGO) - a privately organized group, often established to carry out charitable or development work. Examples: Oxfam, Care Canada, Greenpeace Foundation.

Overseas - referring to a country beyond our continent.

Papal Nuncio - an ambassador of the Vatican.

Partners in Development - countries working together so that the less developed countries make progress towards a better standard of living for their citizens.

Passport - a document issued by a government to a citizen for travel abroad, certifying his or her identity and citizenship.

Peacekeeping mission - a visit to, or temporary stay in, another country by negotiators or soldiers with the aim of reducing tension or preventing the outbreak of war in that country. Usually undertaken in times of crisis.

Pollution - harmful substances spoiling the environment.

Primary materials - usually natural resources; materials which are in their original, natural state. For example: coal, iron ore, nickel, trees, etc.

Product - something grown or manufactured.

Provincial - pertaining to a province. Provincial ministries act, within their jurisdiction, for their own provinces. Each Ministry of Education is responsible for education within its own province.

Quality of life - the general level of comfort, both physical and emotional, experienced by a group or individual.

Recipient - an entity that receives assistance for its own use or to be passed on to other beneficiaries.

Sector - one part of the economy. Example: agriculture, industry, natural resources, finance.

Services - work performed to support production, manufacturing or distribution. Examples are engineering, accounting, banking, freight forwarding, trading.

Third World - the poor countries of the world, ie; LDCs and NICs.

Topography - the features of a country or region, the position of its rivers, mountains, roads, buildings, etc.

Trade - exchange of goods or services for money, or other goods or services.

Trade links - connections or partners through, or with, which one trades.

Transportation - moving things or people from one place to another.

Vegetation - all plants including trees, grass, ferns, moss, etc.

Visa - formal approval for a traveller to enter a foreign country. Usually stamped onto the traveller's passport by a consular official of the host country. Travellers between certain countries, for instance Canadians going to the United Kingdom or to the United States of America, may not require visas.

WID - women in development. Policy of involving women as extensively as possible in development work.



RESOURCES AND REFERENCES

If a government department you wish to contact is not listed, Reference Canada or Communication Québec (CQ) may be able to suggest a suitable telephone number. If several students plan to contact a company, person or government department, they should send all their letters together to receive a prompt reply. Thank people who help you, and tell them how you have used their materials or suggestions. This will encourage them to help other students.

GOVERNMENT OF CANADA

Department of External Affairs, Info-Export (BTCE), 125 Sussex Drive, Ottawa, Ont. K1A 0G2 1-800-267-8376	Department of National Defence, General Information Services, 101 Colonel By Drive, Ottawa, Ont. K1A 0K2 (613) 995-2534	Department of Employment & Immigration, Place du Portage, Phase IV, 140 Promenade du Portage, Hull, P.Q. K1A 0J9 (819) 994-6313
Department of External Affairs, Passport Office, 6th Fl. Place du Centre, 200 Promenade du Portage, Hull, P.Q. K1A 0G3 (819) 994-3500	Environment Canada, Info Services, 10 Wellington St. Ottawa, Ont. K1A 0H3 (819) 997-2800	Investment Canada, Communications, 240 Sparks Street, 5th Floor West, Box 2800, Stn.D, Ottawa, Ont. K1P 6A5. (613) 995-4128
Canadian International Development Agency, Public Affairs Branch, 200 Promenade du Portage, Hull, P.Q. K1A 0G4 (819) 997-5006	Statistics Canada Central Inquiries, R.H. Coates Bldg. Main Floor, Lobby, Ottawa, Ont. K1A 0T6 (613) 990-8116	Fitness and Amateur Sports, 365 Laurier Ave. W. Tower S, Tenth Floor, Ottawa, Ont. K1A 0X6 (613) 995-1055
Transport Canada, Public Affairs, Place de Ville, 330 Sparks Street, Tower C, 21st Fl., Ottawa, Ont. K1A 0N5. (613) 996-5861	CBC, Public Relations Department, 1500 Bronson Avenue, Ottawa, Ont. K1G 3J5 (613) 738-6786	Royal Canadian Mint, 320 Sussex Drive, Ottawa, Ontario K1A 0G8 Attn. Vice-President, Marketing

GOVERNMENT OF ALBERTA

Alberta Sport Council, Hanover Pl. 101-6th Ave. SW, Suite 450, Calgary, Alta. T2P 3P4 (403) 297-2503	Department of Education, Devonian Bldg. West Tower, 11160 Jasper Ave., Edmonton, Alta. T5K 0L2	Department of Tourism, Public Affairs, 1025 Jasper Ave., Edmonton, Alta. T5J 3Z3 (403) 427-4336
Department of Economic Development & Trade, Public Affairs Office, Stirling Place Bldg, 9940 - 106th St., Edmonton, Alta. T5K 2P6 (403) 427-4809	Department of the Environment, Environment Education Branch, Oxbridge Place, 9820 - 106th Street, Edmonton, Alta. T5K 2J6 (403) 427-2739	Reference Canada 1-800-232-9481 292-4998 Calgary (local) 420-2021 Edmonton (local) 420-4161 (telecom for deaf)

GOVERNMENT OF BRITISH COLUMBIA

Ministry of Education, Public Relations Office, Parliament Bldg., Victoria, B.C. V8V 2M4 (604) 387-4611	Ministry of Economic Development, P.O. Box 19, 750 Pacific Blvd. S., Vancouver, B.C. V6B 5E7 (604) 660-4567	Ministry of Transportation & Highways, Information Officer, 940 Blanchard St., Victoria, B.C. V8W 3E6 (604) 387-3198
Ministry of Environment and Parks, Information Services Br, Parliament Bldg., Victoria, B.C. V8V 1X4 (604) 387-9422	Ministry of Tourism, Information Services, 1117 Wharf St., Victoria, B.C. V8W 2Z2 Written enquiries only.	Reference Canada 1-800-663-1381 Zenith 08918 (Attn only) 666-5555 Vancouver (local)

GOVERNMENT OF MANITOBA

Department of Business Development and Tourism, 155 Carlton St., 7th Fl., Winnipeg, Man. R3C 2H8 (204) 945-2230	Department of Industry, Trade and Technology, Trade Branch, 155 Carlton, Winnipeg, Man. R3C 3H8 (204) 945-3172	Manitoba Naturalists Society, 302 - 128 James Avenue, Winnipeg, Manitoba. R3B 0N8
Department of Education, Communications Branch, 1181 Portage Ave., Winnipeg, Man. R3G 0T3 (204) 945-6879	Fort Whyte Centre for Environment, 1961 McCreary Road, Fort Whyte, Man. ROG 0R0	Manitoba Wildlife Federation, 1770 Notre Dame Avenue, Winnipeg, Man. R3E 3K2
Department of Environment, Communications Br. Room 156, Legislative Bldg., Winnipeg, Man. R3C 0V8 (506) 945-4741	Manitoba Forestry Association, 900 Corydon Avenue, Winnipeg, Man. R3M 0Y4	Department of Highways and Transportation, Communications Sect., 215 Garry St., 15th Fl, Winnipeg, Man. R3C 3Z1 (204) 945-5818
Manitoba Museum of Man and Nature, 190 Rupert Avenue, Winnipeg, Manitoba. R3B 0N2	Citizen's Inquiry Service, 1-800-282-8060 945-3744 Winnipeg (local) 945-4796 Winnipeg (telecom for deaf)	

GOVERNMENT OF NEW BRUNSWICK

Department of Commerce and Technology, Trade Branch, Public Relations Office., Box 6000, Fredericton, N.B. E3B 5H1 (506) 453-3981	Department of Municipal Affairs & Environment, Public Relations Officer, Box 6000, Fredericton, N.B. E3B 5H1 (506) 453-2669	Department of Transportation, King's Place, 2nd Fl. P.O. Box 6000, Fredericton, N.B. E3B 5H1 (506) 453-2549
Department of Education, Instructional Resources, Box 6000, 458 York St. Fredericton, N.B. E3B 5H9 (506) 453-2327	Department of Tourism, Recreation and Heritage, Att: Mr. Jack Hyroid, Box 12345, Fredericton, N.B. E3B 5C3 (506) 453-2080	New Brunswick Information Service, 1-800-442-4400 453-2525 Fredericton (local)

GOVERNMENT OF NEWFOUNDLAND

Department of Development and Tourism,
Tourism Branch, Marketing, 4th Fl. S,
Confederation Building Complex,
St. John's, Nfld. A1C 5T7
(709) 576-2831

Department of Development and Tourism,
Trade Branch, Promotion, 4th Fl. S,
Confederation Building Complex,
St. John's, Nfld. A1C 5T7
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CAT NO.E74-11/1987E
ISBN 0-662-15174-7

NO DE CAT.E74-11/1987F
ISBN 0-662-94-85-7